

# Unit Planning Guide: Grade 2- Unit 4 of 7

Unit Title: Exploring Informational Texts	Pacing (Duration of Unit): 7 weeks
Grade: 2	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment.

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- W.2.2 **Write explanatory/informative texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI2.7 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**
- RF.2.4B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.**
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels

#### WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• People read nonfiction in order to find answers to their questions.</li> <li>• Identifying the text structure of non fiction text deepens our understanding of the topic</li> <li>• Using text features helps researchers navigate informational texts</li> <li>• Writing about reading enhances comprehension</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• How can we tell the difference between texts that give information and texts that tell stories?</li> <li>• How can we learn from informational texts?</li> <li>• Why don't we have to read non fiction from the beginning to the end?</li> <li>• How can readers &amp; writers share what they have learned?</li> </ul>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• Whether a book is fiction or non fiction by looking through it</li> <li>• Types of text features (ie bold print titles, glossaries, indexes, captions, headings, picture drawings, photographs, and diagrams.)</li> <li>• Reasons for authors using text features</li> <li>• That nonfiction texts can be read in any order based on where information is located.</li> <li>• How to organize a report into a general format.</li> </ul> <p><b>Academic Vocabulary</b>  Informational text  Literary text  Text structure  Text feature  table of contents  headings  bold  italic  glossary</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Identifying and using text features in order to gain information (applying)</li> <li>• Determining if a book is nonfiction and explaining their reason why (applying)</li> <li>• Asking and answering questions such as who, what, when, where, why, and how to demonstrate understanding of a text. (analyzing)</li> <li>• Identifying the main purpose of a text, including what the author wants to answer, explain, or describe (analyzing)</li> <li>• Using text features to locate information (applying)</li> <li>• Writing down facts while reading (applying)</li> <li>• Writing a general statement about a topic (applying)</li> <li>• Organizing information into categories and including key details (analyzing)</li> <li>• Writing about informational texts to show key understanding. (synthesizing)</li> <li>• Revising and editing with support from the teacher (analyzing)</li> <li>• Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings (applying)</li> <li>• Using an apostrophe to form contractions and frequently occurring possessives (applying)</li> <li>• Decoding regularly spelled two-syllable words with long vowels (applying)</li> </ul>

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